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methods of organizing student life if they are to be good places for the average boy, most thoughtful persons would agree. And that many suggestions might come from a study of business organization may well be true. But most who realize the subtle and complex nature of all human beings will be skeptical of the complete efficacy of any one scheme. It is highly important to follow up individual students, but Professor Dearborn's study has shown that most students maintain about the same rank in college as in high school. Are our present economic and social conditions bringing a sufficient number of commanding personalities into the teaching profession? Can we get the real thing we want from college life without some sort of living together —something more than the classroom? Is the subject-matter of instruction as well suited to the college student of today as that of a half-century ago was to the classes who then were in attendance? These are some of the questions we shall have to face. If the department of administration is to investigate these fundamental questions, by all means let us have one; but I suspect many will want a chance to have a say before they are settled, and it is not entirely time wasted when the average teacher is forced to do some thinking about them.

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*Méthodes américaines d'éducation générale et technique.* By OMER BUYSE. Paris: Dunod et Pinat; Charleroi: Musée provincial de l'enseignement technique, 1908. Illustrated. Pp. 744.

Since the days of Bache and Horace Mann American educators have often journeyed to Europe to learn of the progress of education on that side of the ocean and to bring back inspiration for the conduct of our own schools. It has been comparatively rare for European observers to come to this country on a similar errand. M. Omer Buyse, curator of the Provincial Museum of Technical Education for Hainault, and director of the Higher Provincial Industrial School at Charleroi, Belgium, has published in the volume whose title appears above a painstaking and exhaustive study of some phases of our American educational system from data gathered during a sojourn of several months in this country. The wealth of material collected is enormous. M. Buyse traveled widely over the northeastern section of the United States, visiting schools from Boston to Chicago and St. Louis, and reaching at least as far south as Hampton. He is a keen, intelligent observer, his previous training having given him a proper apperceptive basis for appreciating accurately the particular phases of our educational system he set himself to describe. Withal he has been a most sympathetic critic, if anything erring on the score of too lavish commendation, rather than of too faint praise. Even here one is not justified in judging him too critically, and his shortcoming, if such it may be characterized, lies in the fact that he confined his account to the best in our schools. He selected the best field for observation, and evidently restricted himself to the best institutions in that field. Unfortunately our schools the country over hardly measure up to that high standard.

M. Buyse has not been content to carry back with him a mass of general impressions. He presents detailed facts in regard to the material installation,

the equipment, etc., of our laboratories and technical schools in general, together with the cost of the same. The wealth of fine and well-chosen illustrations is an especially valuable feature. On these accounts alone the book, if it were only in English, might be most advantageously put into the hands of every American superintendent or other administrative officer who is likely to undertake any phase of this technical education. Indeed, the reviewer knows of no English publication that sets forth so accurately, much less so comprehensively, the technical and professional education in our own country. The following titles will show more clearly the scope of the work: Book I, "Elementary Education;" Book II, "Secondary Education;" Book III, "Industrial Education;" Book IV, "Professional Education;" Book V, "Education of the Racially Backward" (Negroes and Indians); Book VI, "Commercial Education;" Book VII, "Higher Technical Schools."

One might have wished to see the education of girls more adequately treated. Certainly the few pages found here do not measure the relative importance of the subject as compared with the education of the other sex. The author seems to have been influenced by European rather than by American conditions. Again, his connection with the field of technical education doubtless accounts for the complacent way in which he views the status of the manual-training movement. He expresses his own conviction in no uncertain terms when he says: "The type of the manual-training school of the future is fixed" (p. 261). On the contrary, this school is even now under fire. Manual training as a subject of instruction is open to very serious criticism. Not that it should disappear from our schools, but it should be used, not abused.

M. Buyse contrasts very intelligently the European and the American ideal, not always to our credit. "From the earliest years, the child [that is, the American] is different from our own. We want our children to be obedient, well disciplined; the Americans, even more than the English, desire above all to have young people of initiative, of independence, full of self-confidence; they are willing to suffer their attacks of caprice, and at times even their tyranny" (p. 8). Nevertheless, on the whole, the author is well pleased with the effectiveness of our educational machinery. With characteristic Gallic pregnancy of phrase he expresses much in a single sentence: "The spacious buildings wherein certain of the schools are housed, the wealth of equipment and installation, the hygienic precautions taken to safeguard the health of the children surpass one's fondest dreams" (p. 210). (The author has only to visit some of the new elementary schools in Brussels, his own capital city, to find an installation and hygienic equipment that surpass anything the reviewer has seen in this country.) "While the American pupil is an actor in school activity, the European pupil is an auditor, a passive spectator who listens to scientific truth ready made, at second hand, so to speak" (p. 397). "The schools of all grades are centers of education; in Europe, they are institutions for instruction" (p. 715).

Like foreign publications in general, the book suffers materially from the absence of an index. It is, nevertheless, a most commendable piece of work, and in spite of some few inaccuracies of expression (very few indeed considering the magnitude of the task and the fact that it was written by a foreigner) it will unquestionably do much to disseminate among European readers a knowledge

of many of the excellencies and only a few of the defects of our American system of technical education.

*L'éducation, revue trimestrielle illustrée d'éducation familiale et scolaire.* Edited by GEORGES BERTIER. Paris: Vuibert et Nony, 1909. Vol. I, No. 1, March, 1909. Foreign subscription, Fr. 6.50.

The appearance of a new magazine always suggests the question: "What is the need for such a publication?" The editor of *L'éducation* attempts to forestall this question in the opening paragraph of his first number. The real truth is that France has no *Educational Review*. She is far more adequately supplied with periodicals that deal with special phases or degrees of education even than we in America, but there is nothing of a general nature.

The new review, starting as a quarterly but with a veiled prophecy of becoming a monthly in 1910, is an attempt to satisfy this need. It aims to be a kind of educational clearing-house through which its readers may keep in touch with the progress of educational thought and activity. Furthermore, it promises to be an international review, and the assured co-operation of English, German, and American collaborators seems to indicate that this promise will be fulfilled. It also presents an appeal to parents as well as teachers, but it is rather difficult to see how it will attract many of the former among its readers. Questions of politics and religion are rigorously to be tabooed.

The fact that the editor is M. G. Bertier, the successor of the late M. Demolins as director of the École des Roches (see *Elementary School Teacher* for January, 1906) might seem to suggest that *L'éducation* is interested in carrying on a propaganda for the so-called "new education" as typified by schools like Abbotsholme and Bedales in England, the École des Roches and the Collège de Normandie in France, and the *Landerziehungsheime* in Germany. In fact the names of the directors of the last four of these schools appearing on the list of patrons and collaborators would seem to lend credence to this belief.

*L'éducation* sets before itself a threefold purpose: to present several original articles on topics of lively interest; to give the progress of educational events, including here summaries of other publications, communications, etc.; and finally, to print analyses and reviews of educational books, old as well as new, from French, German, English, and on occasion from other languages. In proposing "to pass unnoted no fruitful method, no suggestive book, no object of real use, no interesting essay," the editor is setting up an ideal sufficiently high to satisfy the most ambitious.

The titles of the original articles in the first number will give a more comprehensive notion of the scope of the magazine: "Intellectual Education;" "A Geography Lesson in the Light of a Recent Cataclysm" (the earthquake in Sicily); "The Balance Sheet of the Programme of 1902;" "The Teaching of Drawing;" "Sex Education in the School;" and "Fundamental Principles of the *Landerziehungsheime*." This first number is decidedly interesting. The editor has set a standard here that will be by no means easy to maintain.

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